

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	
What is the performance task for your unit?	You (as a class) are a website designer and the Healthy Community Coalition (HCC) has put out a request for proposals for a website about substance abuse. The HCC wants a website that will be a great resource for the Franklin County community. The website needs to address what substance abuse is, the effects on the body and society, and the resources available for help in Franklin County. The associates at the HCC will select the best website and the winner will be brought onto the HCC team and become the website manager. Each student will be given a type of drug to research and create a page on the class Weebly. One student will be chosen to research the resources available within Franklin County. Once again, your task is to create a website page that includes what your drug is and the effects on the body and society or a web page that includes resources available within Franklin County.
What technology will students use to	Weebly

create the performance task (if more than one, differentiate between what is an option and what will be required)	
Lesson # in which students will create the performance task	Lesson #6

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Ability to use the internet	http://substanceabuseclassproject.weebly.com/	Show the students my student sample.
Research	www.google.com	Go over proper search techniques and credible sources.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Searching for photos	www.Google.com/images	Include this part with the original research introduction.
Copyright	https://owl.english.purdue.edu/	Find a source and go through citing it with the class.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Inserting text to Weebly	http://www.youtube.com/watch?v=tcxJ3AxN4FA	Have the students watch the tutorial

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Students will simply just save straight onto Weebly		

5. Skills for **making the performance task ready for the presentation** (uploading a video to YouTube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
The class will publish the Weebly together in class.		